

History of the NC OCS Pathway

- ABCs Accountability Model/ Transition Grant/ Drop-Out Rates/TASSEL model
- OCS is NOT a placement...It is a Pathway CHOICE!!
- 2 Pathways to Graduation: Future-Ready Core/ Future-Ready Occupational Course of Study.
- The OCS has academically relevant and rigorous courses.
- Courses are designed to be immediately relevant to employment and independent living after high school.
- There are extensive employment training and experience requirements that must be fulfilled and prepare these students for successful competitive employment upon graduation.
- The IEP and the IEP team should serve as a core planning tool in helping the student and parent make this very important decision.
- Some school districts have a rubric that is used to help schools make recommendations.



Future-Ready Occupational Course of Study Graduation Requirements

English	4 Credits OCS English I, II, III, IV
Mathematics	3 Credits OCS Introduction to Mathematics OCS LDME/Math 1 OCS Financial Management
Science	2 Credits OCS Applied Science OCS Biology
Social Studies	2 Credits OCS American History 1 OCS American History 2
World Languages	Not required
Health and Physical Education	1 Credit Health/PE
Electives of other requirements***	6 Credits OCS Preparation I, II, III, IV**** Career Portfolio
Career/Technical	4 Credits Career/Technical Education electives
Arts Education	Recommended at least 1 credit in an arts discipline/or local decision
Total	22 Credits plus any local requirements

***Completion of 300 hours of liberal-based training, 240 hours of community-based training, and 360 hours of paid employment
****OCS Preparation I, II, III, IV**** Career Portfolio

The OCS Student

- Severe deficits in reading and math and possibly other areas (e.g. communication skills).
- Below average social skills and/or adaptive behavior skills (daily living).
- Lack of experience in making decisions, setting goals, and self-advocacy.
- Learning style that requires a “do it to learn it” instructional approach.

The OCS Student

- Difficulty in generalization of skills or in making connections between what is learned in class and present and future goals.
- A history of behavioral, attitudinal or attendance issues.
May have disabilities in addition to cognitive disabilities (e.g. visual, hearing, physical, emotional, medical).
- Postsecondary Goals (Workforce)

Typical OCS Student Reading Levels

Characteristics:

- 2nd-5th grade Reading Level
- Difficulty with the Big 5 (Phonemic Awareness, Phonics, Reading Comprehension, Reading Fluency, and Vocabulary)

Ask these 3 questions about our students:

1. Can they synthesize information?
2. Can they decide what information is important?
3. Can they draw inferences from what they have read?

OCS and 511 Issues

- Title II audit findings for HQ
- Middle and HS EC Teachers who teach core content **MUST** be licensed in those areas.

Teachers have 3 options to become (HQ):

- EC Teachers can take the required Praxis II test for the core areas they are teaching.
- Teachers can add core content to their licensure if they have 24 semester hours in the core content coursework in the areas they are teaching.
- Teachers licensed in the Core Content and teachers with the Exceptional Children General Curriculum licensure can teach the content together.

NCVPS comes to the Rescue!!!!

NCVPS OCS Department

Traditional, YL, Early Calendar (12 Courses)

OCS American History 1

Fall 2015

9,000 Enrollments

OCS American History 2

Spring 2015

7,500 Enrollments

OCS Applied Science

25 Instructional Leaders

OCS Biology

OCS English 1, 2, 3, 4

Over 200

OCS Financial Management

NCVPS OCS Teachers

OCS LDME/Math 1

Approximately 950 OCS F2F
Teachers

OCS Introduction to Math

Course Design that Engages Learners

Universal Design for Learning Principles

- See it, Read it, Hear it, Do it!

Revised Blooms

Interactive Learning Aids

- Videos, Screencasts, Learning Objects, Demonstrations,
Web Quests

Instructional Model

Research

Students learn best when:

- Grading and feedback is intentional and meaningful
- Announcements and Learning Blocks inform, instruct, and celebrate
- Relationships are fostered and maintained

The Four NCVPS Instructional Pillars

Pillar 1: Effective Instructional Feedback on
all Assignments

Pillar 2: Effective Instructional
Announcements/Learning Blocks

Pillar 3: Effective Synchronous
Conversations to Build Relationships

Pillar 4: Effective Individualization of
Learning

Effective Instructional Feedback

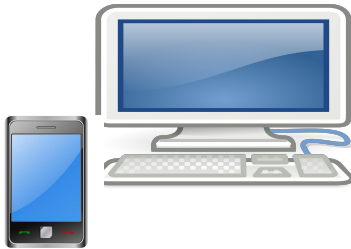


Image courtesy of Stuart Miles / FreeDigitalPhotos.net

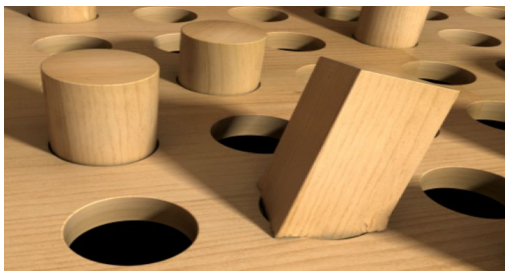
Effective Instructional Announcements



Effective Synchronous/Asynchronous Conversations to Build Relationships



Effective Individualized Learning



Co-Teaching Model

- Collaborative effort between the NCVPS teacher and the face-to-face (f2f) OCS teacher to teach OCS courses.
- The f2f teacher is driving the instructional decisions while working DAILY with the NCVPS content teacher and must complete the online training for co-teaching in an online environment.
- The NCVPS teacher will help the classroom teacher individualize and individualize the instruction for each student but the NCVPS teacher does not deliver the instruction real time to the students.
- The online content provides archived teaching sessions that can be used, but the daily instructional decisions are driven by the classroom teacher who plans daily, through an asynchronous document, with the partner NCVPS teacher.

NCVPS OCS Teacher Responsibilities

- Teachers plan together for the week (Weekly Synchronous Contact) Phone Call, IM, or Bb Collaborate Meeting. NCVPS Teacher documents in the SCL.
- NCVPS teacher reads Daily Communication Log (completed by the F2F Teacher daily) and prepares lesson for the next day, individualizing as needed for each student. The NCVPS Teacher must comment in the CTDL each week day.
- Post an ANNOUNCEMENT daily... post a "teaching" announcement 5 days/week
- Grade and provide quality feedback to students DAILY and within 24 hours
- Collaborate with the Partner Teacher to provide Individualized Learning and record this in the SCL/CTDL
- Participate in the eLC Process
- Respond to all email and messages within 24 hours

<https://docs.google.com/a/ncpublicschools.gov/file/d/0B6VjIRARYie5TWJubllzXzZPOkpBbEEHUOpTaWfHSU95TTNV/edit>

F2F Teacher Responsibilities

- Communicates and Collaborates with the NCVPS Online Teacher Weekly to Plan for Student Instruction
- Completes Co-Teacher Documentation Log Daily
- Completes NCVPS OCS Co-Teacher Training online

NCVPS OCS Support

- NCVPS Online Partner Teacher
- NCVPS Instructional Leader
- NCVPS OCS Co-Teacher Relationship Instructional Leaders
- F2F Teacher Help Desk Ticket
- Instructional Director

Celebrations

- OCS students can do the more challenging curriculum
- Discipline problems decreased and self confidence increased
- OCS students are thriving in the co-teaching environment
- F2F teachers see the effectiveness of plugging in students with the engagement of the online content
- Power of the daily individualization and differentiation by the NCVPS content teacher for all students
- Increasing enrollments each semester
- Adding new partnerships each semester
- Invited to present our OCS Courses and Co-teaching model at conferences
- Discussions with the DPI EC Division to develop OCS Preparation Courses online
- Discussions with the DPI EC Division to develop more co-teaching courses for EC Students
- OCS students are passing the EOCs

Future Plans

- Occupational Preparation Courses
- Course Revisions
- Transition to Canvas
- Inclusion Courses (Co-teaching model)

Questions



Thank you!!

Contact Information:

Sherry Bell, EC Director/ OCS Instructional Director
sherry.bell@ncpublicschools.gov

Jen Currin, Instructional Director
jennifer.currin@ncpublicschools.gov
